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ABSTRACT

Described in this document are workshop activities and materials designed to introduce caregivers working with infants and toddlers to new curriculum ideas. A packet of handouts are provided to explain infant/toddler group care environments, daily scheduling patterns, center made activities, and toys and games. All of the steps necessary to present the workshop are explained in detail; a workshop evaluation form is also appended. (Author/MP)

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ACTIVITIES AND HOMEMADE TOYS

FOR

INFANTS, TODDLERS, AND TWO YEAR OLDS

A Curriculum Workshop

by

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May 1983

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ABSTRACT

Workshop activities and materials are designed to give group infant-toddler caregivers new curriculum ideas. A packet of handouts explaining infant/toddler group care environments, daily scheduling patterns, center made activities, and toys and games is provided. All of the steps necessary to give this "make it and take it" workshop are explained in detail. Finally, a workshop evaluation form is included.

Introduction

"Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds" is a workshop designed to give group caregivers new and developmentally appropriate curriculum ideas.

The workshop has five major parts:

(15 Minute) 1. Introduction and explanation of materials by the moderator.

(45 Minutes) 2. Small groups of participants make games with materials provided.

(15 Minutes) 3. "Show and tell" of games made by small groups to the total groups.

(5 Minutes) 4. Written evaluation of workshop by participants.

(10 Minutes) 5. Exploration by participants of the other games and activities on display.

I. Setting up the "Make It and Take It" Workshop:

30 participants

1½ hour presentation

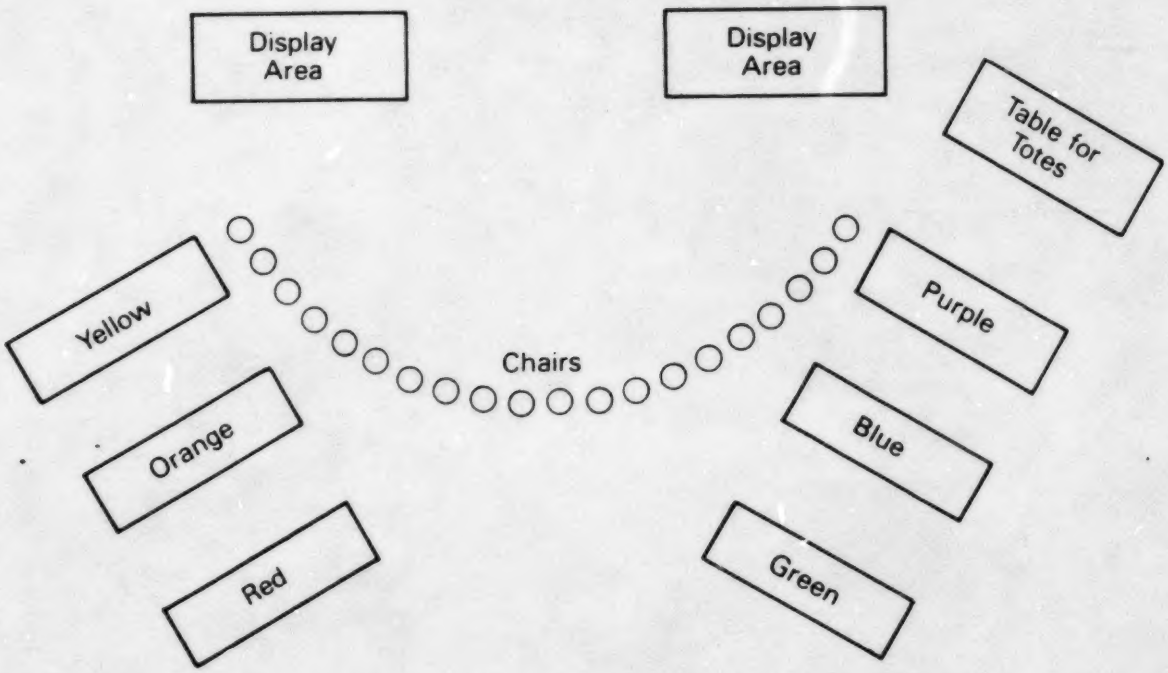
A. Furniture

Six - 8 ft. tables for activities

Three - 8 ft. tables for displays

30 chairs (arranged in semi-circle rows for beginning introduction.)

ROOM ARRANGEMENT



B. Job Cards

Six color groups of cards containing 8 cards in each group

1. Cards - 3 x 5

6 color groups of 8 cards each

a) 8 Green cards (G)

b) 8 Orange cards (O)

c) 8 Yellow cards (Y)

d) 8 Blue cards (B)

e) 8 Purple cards (P)

f) 8 Red cards (R)

2. Purpose

Job cards are prepared to:

a) divide participants into groups

b) identify what activities each group is to do

c) identify a special duty each group member is to do in order to make the activity run smoothly

3. Job Cards Defined

In each color group of 8 cards, each of the 8 cards will be labeled as follows: (only the captioned words are printed on the card)

a) FETCHER - Person who receives a fetcher cards must go to the tote area, take the two totes labeled with their color.

b) INSTRUCTOR - Person who receives an instructor card must read the instruction card in each tote to the group, then together they determine what their task is.

c) RETURN TOTE - Person who receives a return tote card is responsible for gather unused materials, putting them in the tote and at the end of the activity time returning it to the tote area.

d) RETURN JOB CARDS - Person who receives a return job card is responsible for gathering the group's color cards and handing them to the workshop presentor at the end of activity time.

e) REPORTER - Person who receives a reporter card is responsible for explaining the activities their group did to the audience as a whole during "Show and Tell" time.

f) Plain unlabeled color card #1 - taped on one tote of activities

g) Plain unlabeled color card #2 - taped on second tote.

h) Plain unlabeled card #3 -

(each color taped on a separate table.)

(Note: Each group of 5 participants will make 2 projects. However, they will hear about the other 10 projects. They will also receive a handout on how to do all of the activities and view displays of additional activity possibilities.)

C. Totes

1. Totes - Twelve individual containers. We use dishpans, but boxes or bags could be used easily. In each tote there needs to have a plain job card taped to the front, so that there are two orange, two green, two red, two blue, two yellow and two purple totes.

2. Purpose - Individual totes will contain the instruction card and all the materials needed for participants to make one activity. Each group will be assigned two activities, and therefore two totes of materials.

3. Totes Defined - Appropriately marked totes will contain the following:

a) Orange Tote #1 (Infant Activity)

1) Typed instruction card which reads:

Face Mobile

Your job is to cut eyes, nose, mouth and hair out of different textured materials provided and glue them to the cardboard

(Face Mobile - continued)

circle to make a face. Next punch three holes spaced at equal distances around the sides of the face. Attach one piece of yarn to each hole, each about 1 foot long. Tie yarn together in the back of the face. Mobile can be hung with more yarn from ceiling to knot above babies crib, so he/she can view and bat at the face.

2) Materials needed in tote:

*5 cardboard circles, about 8 inches in diameter

*Scraps of felt, sandpaper,

*burlap, terrycloth, yarn or any rough textured material to make facial features and hair

*5 pairs scissors

*One bottle of glue

b) Orange Tote #2 (Infant Activity)

1) Typed instruction card which reads:

Shape Sorters

Your job is to create shape sorters by using margarine bowl tubs and the various "shapes" provided. Cover plastic top of margarine bowl with color contact paper. Choose shapes, and cut one - two

(Shape Sorters continued)

or three holes in lid accordingly. Decorate "shapes" with markers or contact paper if you wish.

2) Materials needed in tote:

*5 margarine bowls with plastic lids

*2-3 feet of different types contact paper

*5 safety straight edge blades or knives

*5 scissors

*2 sets multi-colored permanent

*Shapes:

Baby food jar lids

Gallon milk jug lids

Poker chips

Laminated playing cards

Wooden clothespins

Old blocks

etc.

c) Yellow Tote #1 (Infant Activity)

1) Typed instruction card which reads:

Poke Cartons

Your job is to make poke cartons using materials provided. Snip off about half the top of six "egg seats" on a styrofoam egg carton. On the inside of the lid of the carton, directly opposite of each hole, glue on different textured materials.

(Poke Cartons continued)

Close lid and let baby poke fingers through the holes to feel the different textures.

2) Materials needed in tote:

*5 styrofoam egg cartons

*5 knives

*1 bottle of glue

*Scraps of different textured materials such as satin, burlap, cotton, sandpaper, netting, terrycloth, etc.

d) Yellow Tote #2 (Infant Activity)

1) Typed instruction card which reads:

Rattle Rack

Your job is to make ratties of different sounds out of the cans and boxes provided. Fill three cans or boxes with different fillers. Tape lids shut. Cover with contact paper. Allow children to shake, roll and experiment with the different sounding rattles, or hang them on a string from the ceiling and provide children with wooden spoons to bang on the rattles.

2) Materials needed in tote:

*15 cans with lids (Pringles cans, Hershey's chocolate cans, Calumet baking powder cans, cornmeal or oatmeal boxes for example)

*Several varieties of fillers such as popcorn seeds, jingle bells, uncooked pasta, rocks, nuts, sand, etc.

*Tape

*5 feet of multicolored contact paper

e) Green Tote #1 (Young Toddler Activity)

1) Typed instruction card which reads:

Flannel Board Cutouts

Your job is to create flannel board pieces using "Pellon" (interfacing material found at any fabric store). You may choose to trace figures from coloring books on the pellon, since it is opaque, or you may make a story from the handouts provided. Use the multicolored markers to color your "flannel board" figures. (See appendix A)

2) Materials needed in tote:

*5 one yard pieces of pellon

*5 pairs scissors

*Several coloring books

Dittoed Flannel Board stories**

*2 sets multicolored permanent markers

*1 small Flannel board for display

f) Green Tote #2 (Young Toddler Activity)

1) Typed instruction card which reads:

Five on the Bed

Your job is to make clothespin characters for the song, "Five on the Bed." You

(Five on the Bed continued)

will need to draw two large (Mother and Father features), two medium (for sister and bother), and one small (for baby) clothespins. Make the bed by cutting out the sides of the small half boxes provided and attaching a small felt "cover" and cotton "pillows."

Song:

First Verse - There were five on the bed and the little one said,
"Roll over" (Roll father over and out of bed)
"Roll over" (Roll mother to father's position)
"Roll over" (Roll brother to mother's position)
"Roll over" (Roll sister to brother's position)
"Roll over" (Roll baby to sister's position)

Second Verse - There were four on the bed and the little one said,
"Roll over" (Roll mother out of bed)
"Roll over" (Roll brother to mother's position)
"Roll over" (Roll sister to brother's position)
"Roll over" (Roll baby to sister's position)

(Continue until there was one on the bed and the little one said,
"Good night."

2) Materials needed:

25 old fashioned wooden clothespins:
(10 Regular for Mother and Father
10 whose legs are cut off half way for brother and sister
5 cut 3/4 way for baby)

*5 small half boxes (we find boxes that checks come in to be perfect sized)

*5 small pieces of flannel or other material for covers on the "bed"

*10 cotton balls for pillows

*1 set fine-tipped multicolored markers for drawing faces and bodies on clothespins

*5 scissors

*1 bottle glue

*1 sample of characters and bed

g) Blue Tote #1 (Young Toddler Activity)

1) Typed instruction card which reads:

Animal Hats

Your job is to create animal hats. You may use the patterns provided on the dittos** or be creative and invent something different. You may wish to use the manilla folders as a backing to the construction paper hats. Be sure to glue on a small piece of material on the underside of the headbands so hats will stay on toddlers.

2) Materials needed:

*Patterns (See appendix B)

*Samples of made hats

*Construction paper (many different colors)

*Cellophane tape

*5 pairs scissors

*2 sets multicolored markers

*1 ball yarn (to tie hats on under chin)

*1 hole puncher

*2 bottles glue

*1 box hole reinforcers

*Strips of material

h) Blue Tote #2 (Young Toddler Activity)

1) Typed instruction card which reads:

Bubble Blowers

Your job is to make bubble blowers using materials provided.

Can Blowers

Type A: Pour enough dishwashing liquid in cake pan to cover bottom. Dip one open side of can in liquid, lift and blow through the other side.

Pipe Blowers

Type B: Using the elbow straw punch a hole in the styrofoam cup ½ inch below the rim. Pour about 1 tbs. or so dishwashing liquid in bottom of cup. Add about ½ cup water. Place terrycloth fabric on top of cup and secure with rubber band around rim. Place bendable part of straw through hole in side so bottom of straw is in liquid. Blow hard and watch the bubbles.

2) Materials needed in tote:

*5 cans with both sides cut out

*Bottle liquid detergent

*Cake pan to hold detergent for can blowers

*5 styrofoam cups

*5 elbow type straws

*5 rubber bands

*5 pieces terrycloth, 4 inches in diameter

*Container filled with water

i) Purple Tote #1 (Older Toddler Activity)

1) Typed instruction card which reads:

Lotto

Your job is to make matching games using the materials provided. Divide two tagboards into like 6 pieces and attach 6 different stickers into same squares on each. Cut one tagboard along squares for children to match up on the uncut board.

2) Materials needed in tote:

*60 stickers (at least 6 different types)

*5 markers

*5 rulers

*5 scissors

*10 poster boards

*Several samples of finished products

j) Purple Tote #2 (Older Toddler Activity)

1) Typed instruction card which reads:

Goop

Your job is to make goop (similar to silly putty) using the materials provided. Measure approximately ½ cup

(Goop continued)

white glue and ½ cup blue liquid starch into a bowl. Work it with fingers until well mixed. Add a drop of food coloring if you wish.

2) Materials needed in tote:

*5 bowls

*1 bottle liquid starch

*1 large bottle white glue

*5 baggies (so participants can take it home with them)

*Measuring tools

*Wet wash cloths (for clean up)

*Food coloring

k) Red Tote #1 (Older Toddler Activity)

1) Typed instruction card which reads:

Geoboards

Your job is to make geoboards using materials provided. Hammer nails into wood squares using you own design so that nail heads protrude from board, but nail points do not protrude from back of board. Attach rubber bands or pot holder bands creatively to nail heads.

2) Materials needed in tote:

*5 pieces of smooth-edged board

*Box of common nails

*Sandpaper

*5 hammers

*Box of rubberbands

*Bag of potholder bands (cloth)

1) Red Tote #2 (Older Toddler Activity)

1) Typed instruction card which reads:

Peanut Butter

Your job is to make peanut butter. Place peanuts in box and use hammers to crack shells (this is the part the two year old loves!) Sort through shells and place peanuts in the blender. Add a small amount of oil, (more if needed later) and blend until smooth. Spread on crackers for the group to taste.

2) Materials needed in tote:

*1 box (short type like a case of canned soda comes in)

*5 hammers

*1 lb. salted-in-shell peanuts

*Small jar vegetable oil

*Blender

*2 knives

*1 rubber spatula

*1 stack soda crackers

*Wet washcloths for clean up

II. Giving the Workshop:

A. Greeting

As participants enter the room they are greeted and given a color "job card." The activities and colors are organized by age level. Example: Color Orange and Yellow may represent activities geared for infants (1-12 months). participants are asked their age preference and then given an appropriate color. This process is continued until all 30 Job Cards are distributed and participants are seated.

III. Introduction

Made by presentors

A. Introduce title of workshop in, to assure participants are in the correct place. "Activities and Home-made Toys for Infants, Toddlers, and Two Year Olds."

B. Introduce presentors and give educational and experience background.

C. Explain goals of workshop

1. To present new ideas for activities and games for young children
2. To provide handouts for participant to make and take two activities or games home with them
3. To provide a handbook and other handouts as prepared by the Child Development Center Infant-Toddler staff.

D. Present Handout, "Activities and Homemade Games for Infant, Toddlers, and Two Year Olds" (See appendix C). Explain briefly publications content.

1. environment
2. scheduling
3. activities

(Note: These all reflect the organization and plans for the Infant, Toddler, Two programs at the St. Louis Community College at Florissant Valley Child Development Center.)

E. Explain jobs on the Job Cards, then have participants divide into color groups.

IV. Participation

Presentors move around to assist participants when needed and continue to explain purposes and point out possibilities for the activities they are making. When finished with both activities assigned to group, the participants are encouraged to browse around in the display area (on display are additional teacher made games and ideas) and bring their chair and finished products back to the semi-circle for show and tell.

V. Show and Tell

REPORTERS from each group take turns explaining what their group made and for what age group it is applicable.

VI. Evaluation

Presentor asks workshop participants to complete the evaluation form (see appendix D) and place it in a specified place before leaving.

VII. Display

Presentor encourages participants to browse around display area before leaving.

APPENDIX A

SAMPLE FLANNEL BOARD STORIES

THE CHICKENS

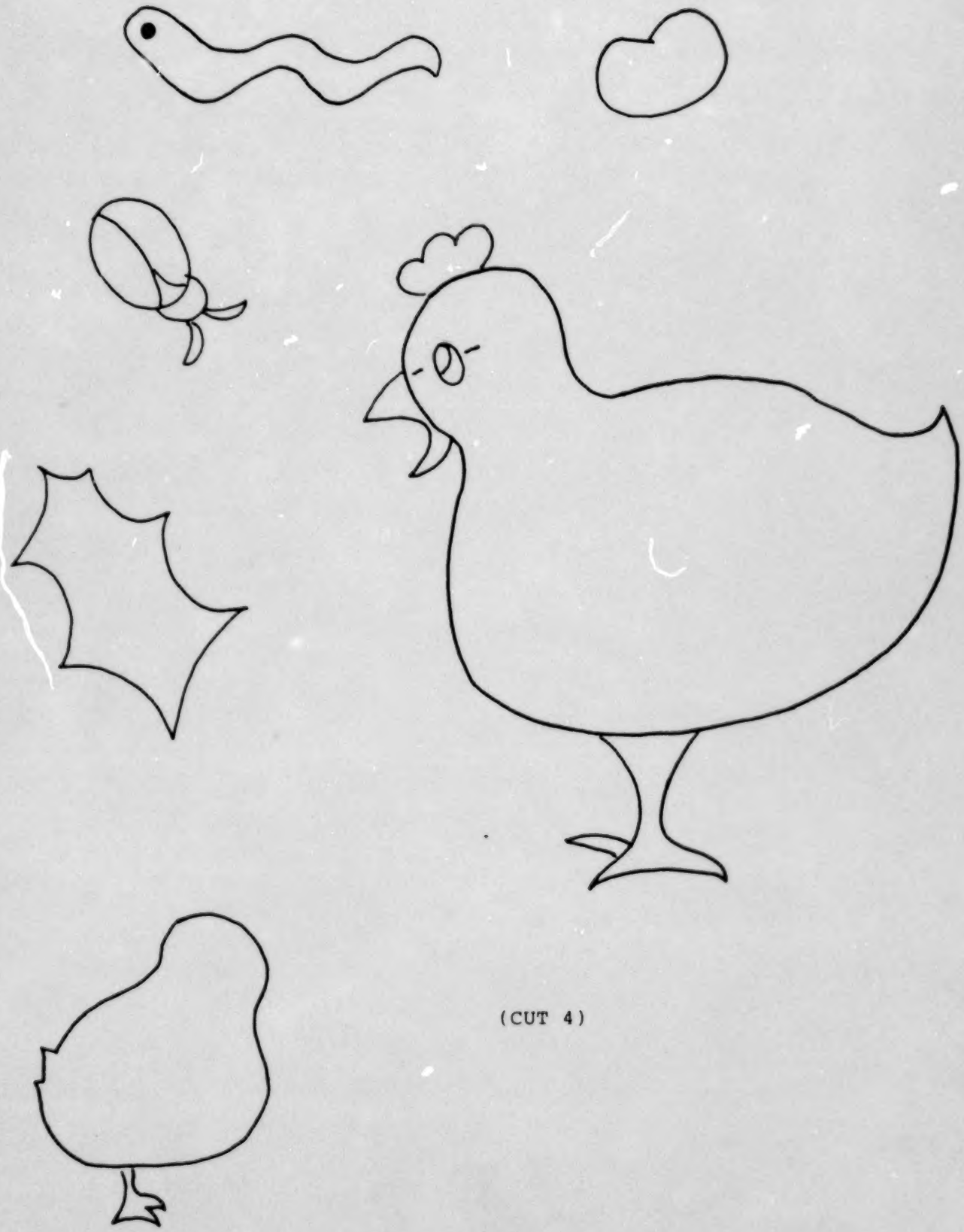
Said the first little chicken,
with a queer little squirm:
"I wish I could find
a fat little worm."

Said the next little chicken,
with an odd little shrug:
"I wish I could find
a fat little bug."

Said the third little chicken,
with a small sigh of grief:
"I wish I could find
a green little leaf."

Said the fourth little chicken,
with a faint little moan:
"I wish I could find
a wee, wee stone."

"Now see here!" said the mother
from the green garden patch.
"If you want any breakfast,
Just come here and scratch!"



(CUT 4)

THIS IS RAGGEDY ANN

Resource: Baby's First Book

Flannel Pieces: Raggedy Ann; pair of eyes; bird in a tree; nose; flower; mouth; ice cream; hands; dog; feet.

Purpose: Children learn parts of the body.

Procedure: Give children pieces to put on. As line is spoken, child places appropriate part on board.

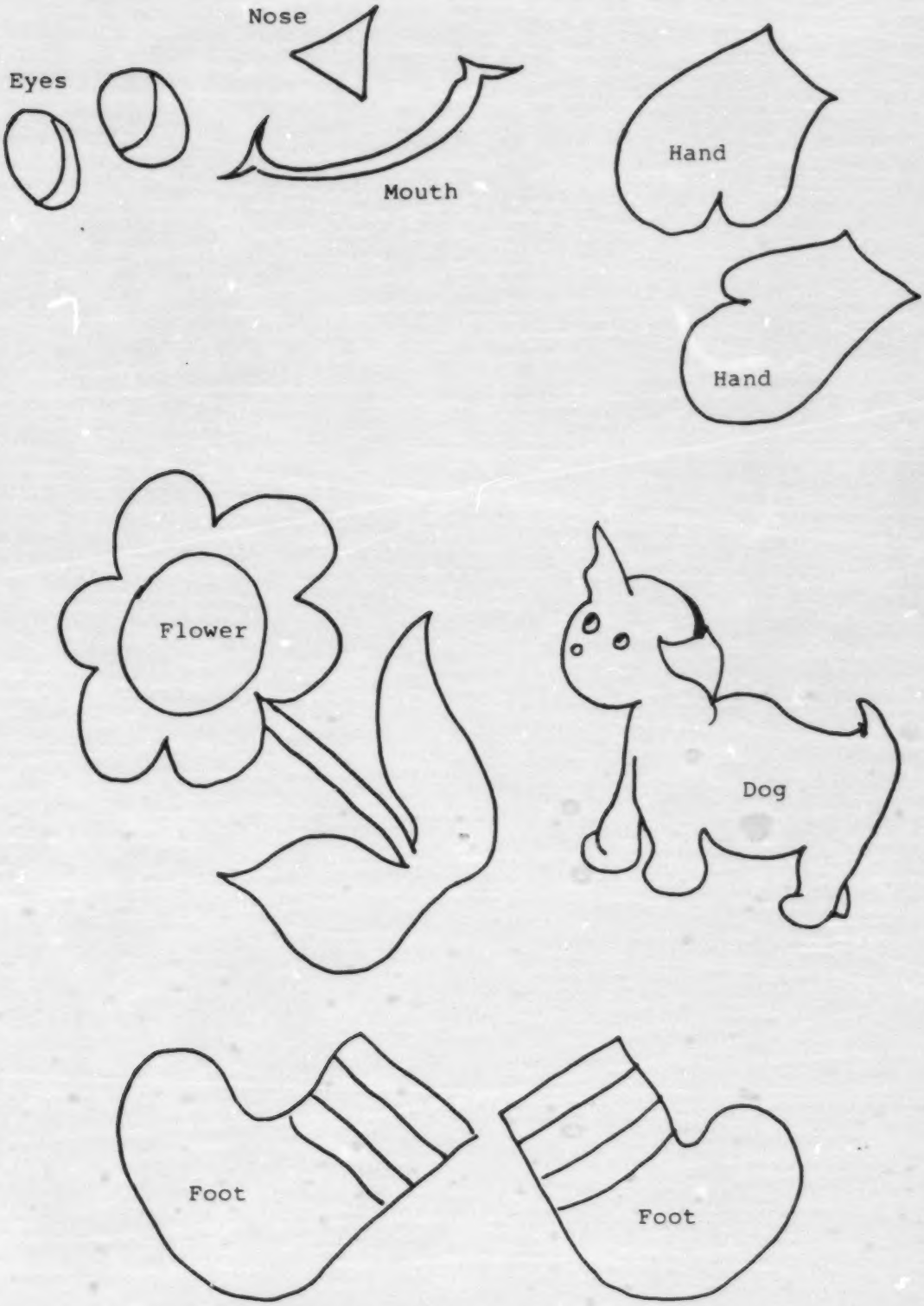
Story:

I see with my eyes.
I see a bird in the tree.
I smell with my nose.
I smell a pretty flower.
I eat with my mouth.
I eat a dish of ice cream.
I pat with my hands.
I pat my dog.
I walk with my feet.
I walk to the store.

Ice Cream

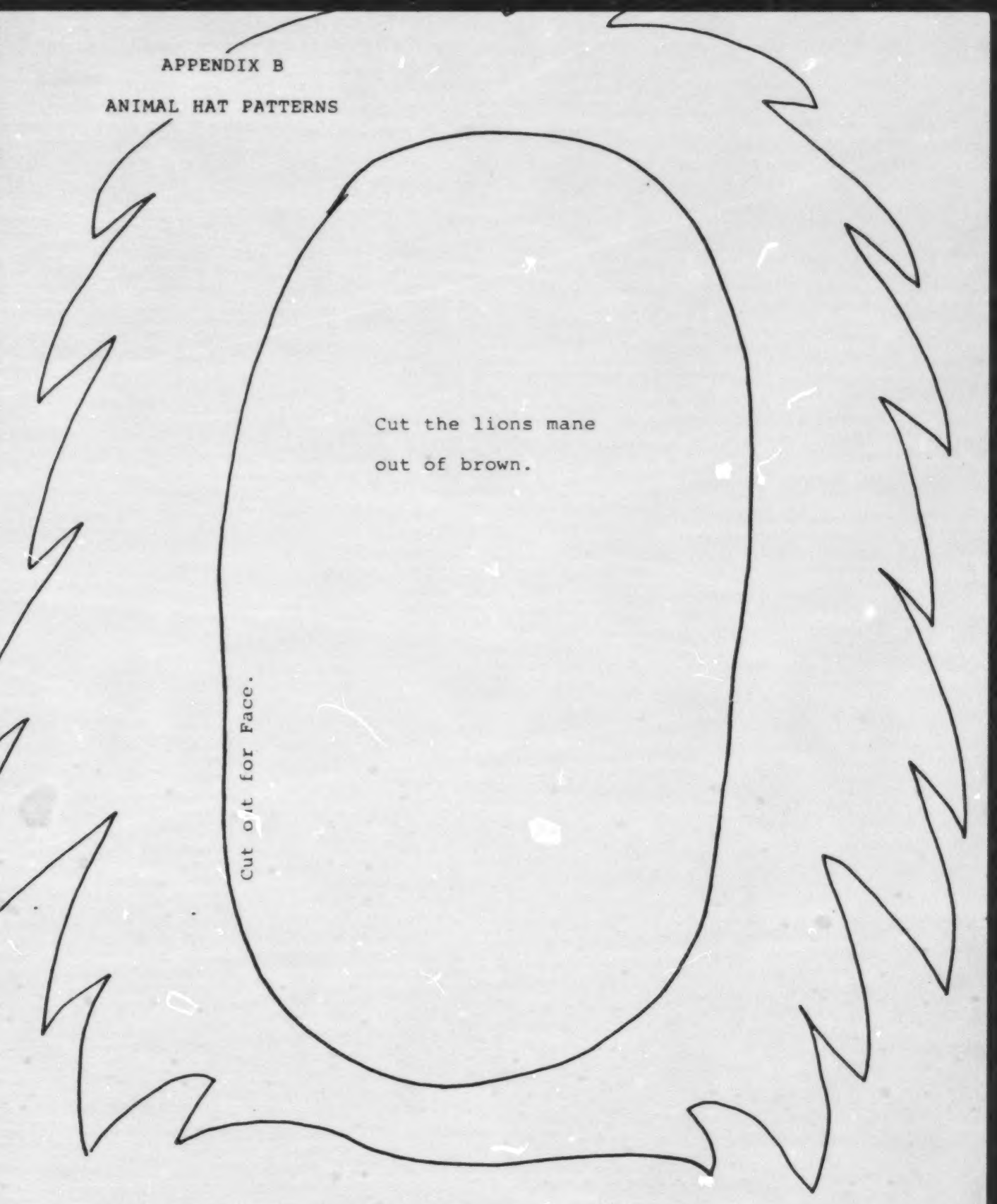
Raggedy Ann

Bird in a Tree


Nose
Eyes
Mouth
Hand
Hand
Flower
Dog
Foot
Foot

APPENDIX B

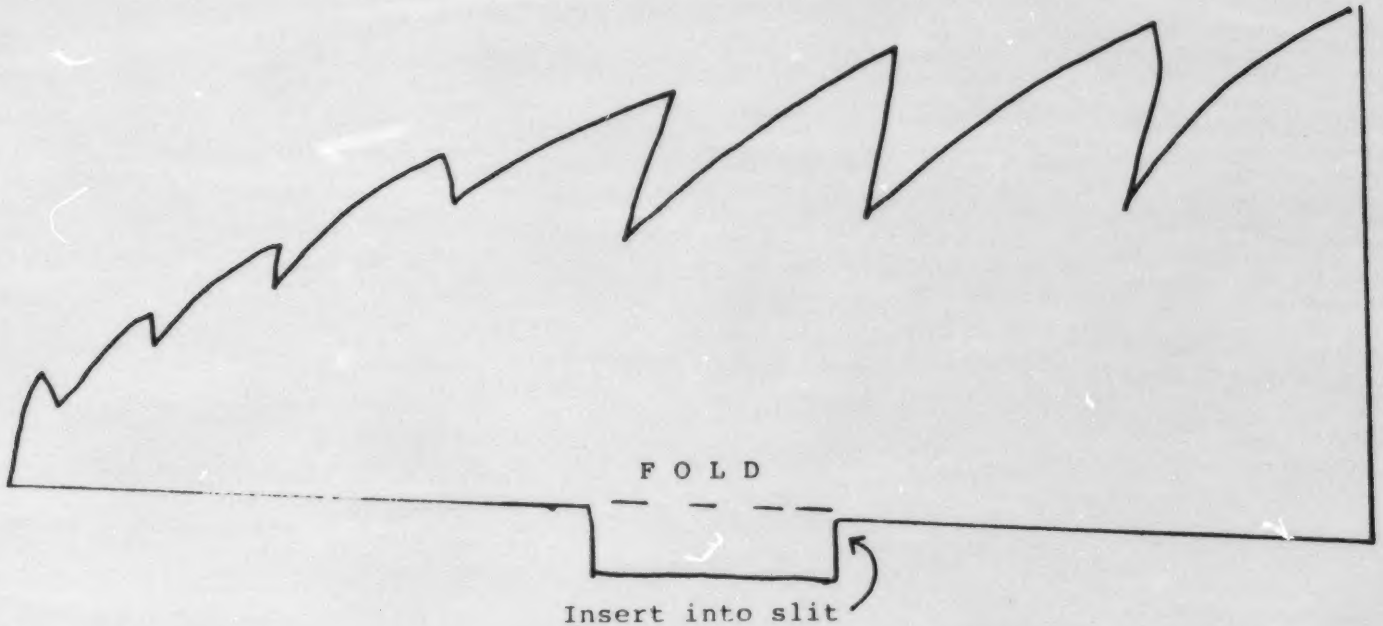
ANIMAL HAT PATTERNS



L I O N

R O O S T E R

Use red construction paper to cut out roosters comb



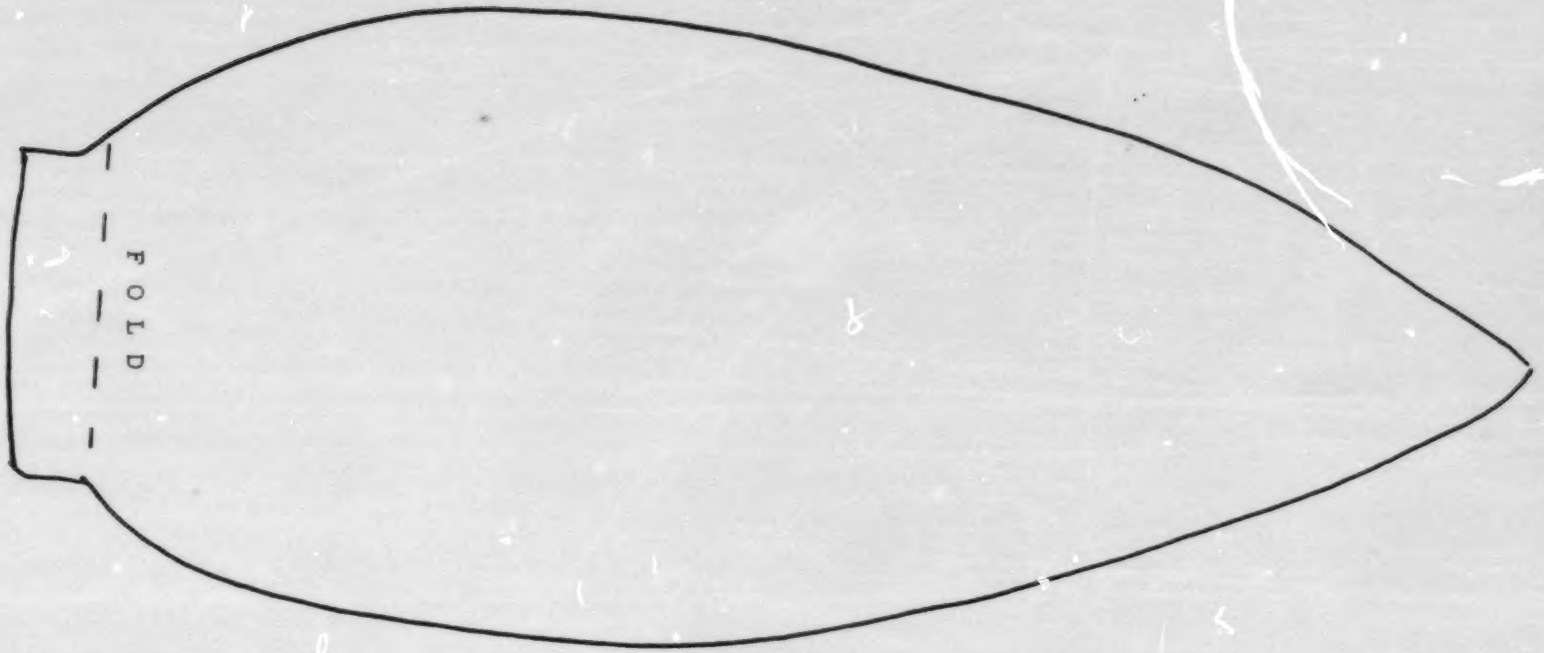
Hole

Slit

Hole

DONKEY EARS

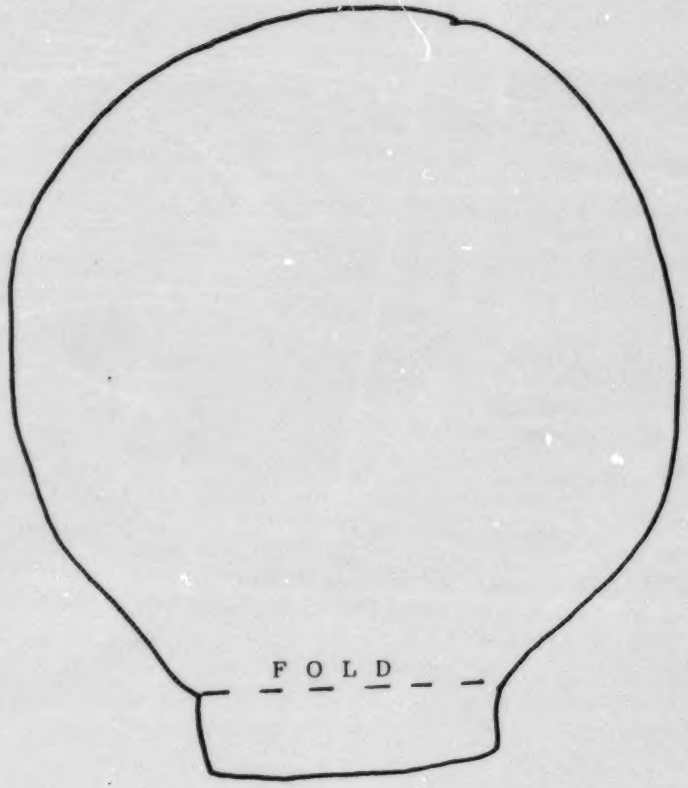
Use brown construction paper for donkey ears.



(MAKE TWO)

Hole Slit Slit Hole

MOUSE



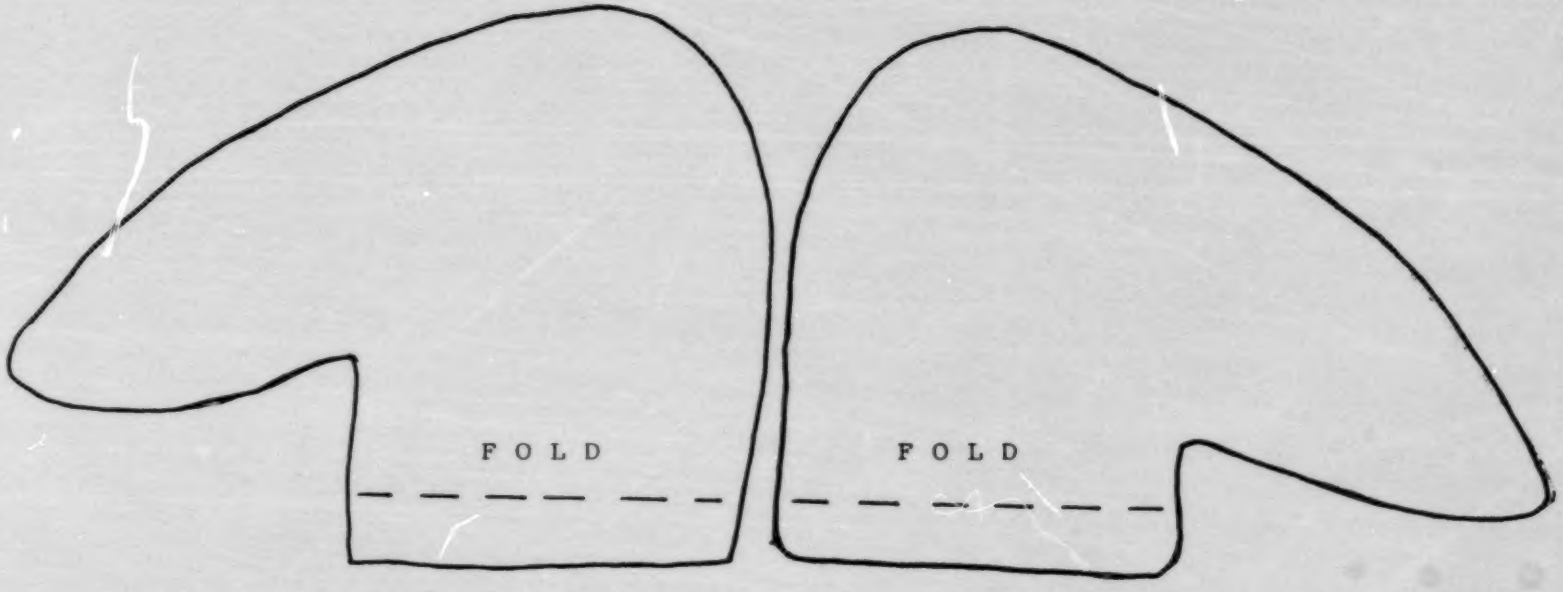
(MAKE TWO)

Make mouse ears out of grey or black.

HEADBAND

Hole ● Slit _____ Slit _____ Hole ●

RAM HORNS



HOLE

Slit

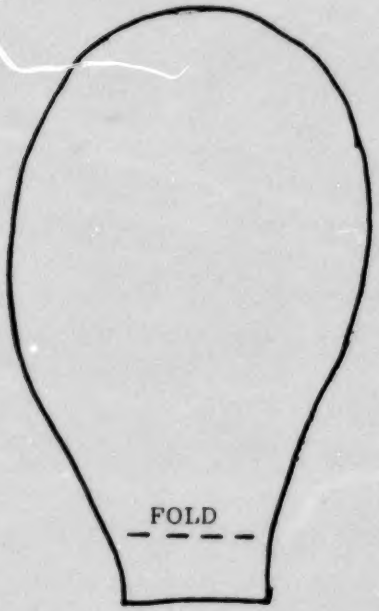
Slit

HOLE

F R O G

CUT TWO EYES

GREEN



CUT TWO EYEBALLS

WHITE

Glue eyeball on green part of eye. Insert into slits of headband and tape on underside Repeat for other eye. Insert yarn ties into holes of Headband.

HEAD BAND

Hole

Slit

Slit

Hole

APPENDIX C

ACTIVITIES BOOK HANDOUT

Activities

&

Homemade Toys

For

Infant, Toddler

&

Two Year Olds

Prepared by

Home Economics Department & Child Development Center
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Karen Killoren
Julie Klarenbeek
Diane White

9/82

This pamphlet is designed to help those who work with very young children. It contains suggestions for environments, daily schedules and age appropriate activities. The model used is the Infant/Toddler/Two component of the Child Development Center at St. Louis Community College/Florissant Valley campus.

This program serves children ranging in age from three months to three years. These children are grouped in three classrooms according to age and development. The importance of individualization for each child is an integral part of the philosophy governing this component. The physical and emotional needs of these very young children are consistently met with love, affection and tenderness. In addition, stimulating and enriching experiences are provided to encourage the young child in reaching his potential. The child also receives continuous social experiences through interaction with other children and adults.

In the infant room, the staff members provide a loving environment which asssures a balance of nuturing, nutrition, rest, personal care, play materials, and planned infant stimulation activities. Health and sanitation standards are emphasized at all times.

The young and older toddler (twos) classroom teachers also place emphasis on creating a caring, responsive environment. Children in these two classrooms participate in a variety of developmentally appropriate activities which emphasize language, art, music, cognitive and physical activities.

ENVIRONMENTS
ENVIRONMENTS
ENVIRONMENTS

I N F A N T S

The main priority in the infant room focuses on a safe and loving environment. This is done by developing an atmosphere as much like home as possible.

Suggested areas in the infant classroom include:

A. Enclosed carpeted play area for manipulative toys, and quiet play activities.

B. Open play area for gross motor activities such as scooters, balls or push/pull toys.

C. Small table and chairs for table activities such as finger painting, playdough, eating etc.

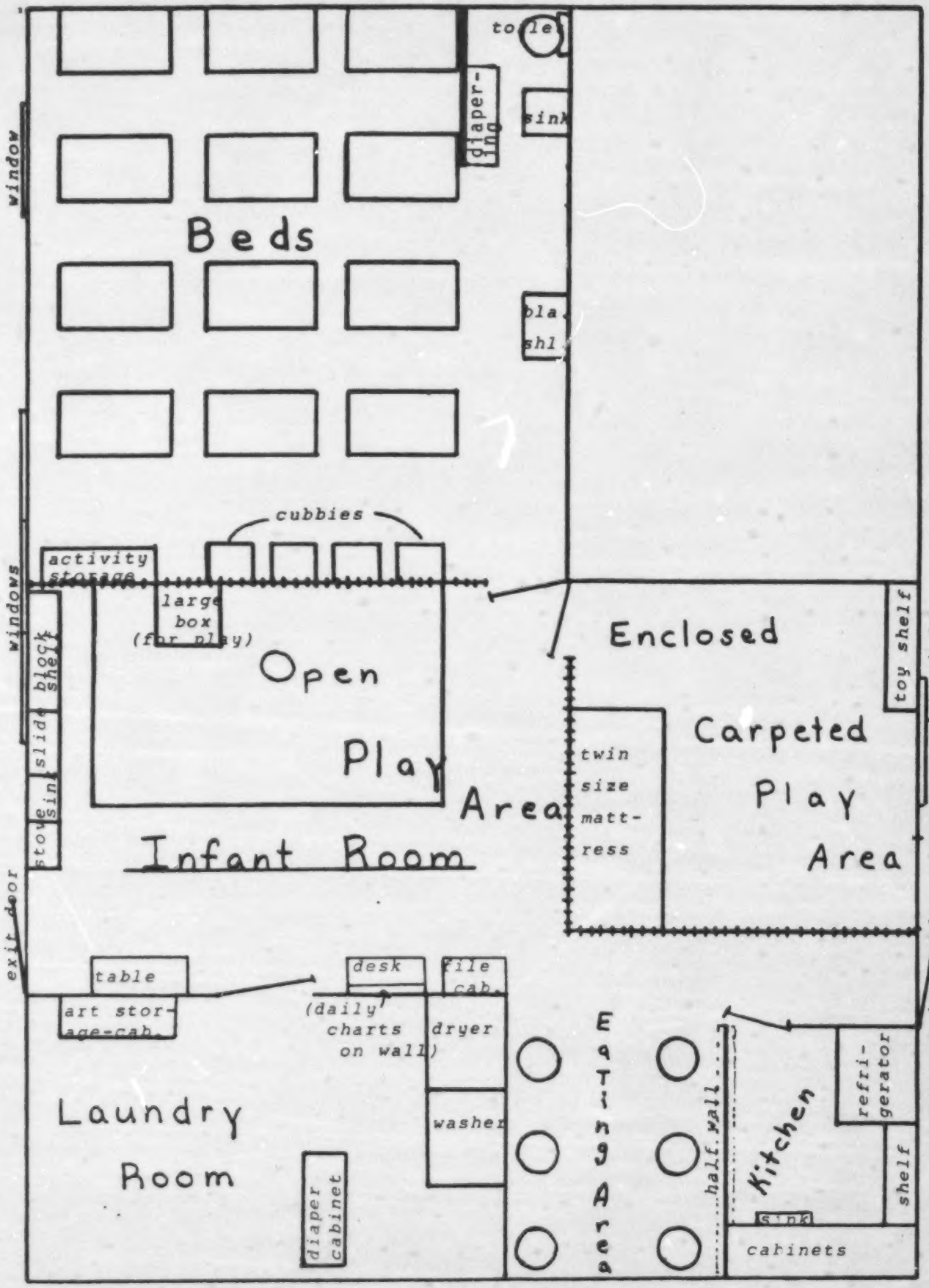
D. Dramatic play area with household props.

E. Diapering and dressing area.

F. Kitchen and feeding area.

G. Sleeping area with one crib for each child.

H. Laundry room.


Beds
toile
diaper-
ing
sink
window
cubbies
activity
storage
large
box
(for play)
Open
Play
Area
Infant Room
windows
block
shelf
slide
sink
stove
exit door
Enclosed
Carpeted
Play
Area
toy shelf
observation window
twin
size
matt-
ress
table
art stor-
age-cab.
desk
(daily
charts
on wall)
file
cab.
dryer
washer
Laundry
Room
diaper
cabinet
Eating Area
half wall
Kitchen
refri-
gerator
shelf
sink
cabinets

TODDLER / TWO

Suggested areas in the Toddler/Two classrooms include:

A. Language area, preferably carpeted with pillows and child sized chairs. Equipment should include books, records, flannel board for group times held in this area.

B. Table and chairs for small group activities such as manipulative toys and games, art and cooking.

C. Carpeted area with a variety of different sized, shaped and textured blocks.

D. Dramatic play area with child sized kitchen equipment, table and chairs, dress up clothes and other household props. Boxes of dress up clothes for barber/beauty shop, doctor etc. can be stored in this area.

E. Quiet area or "Soft Corner" which is a carpeted secluded corner where children can be quiet or alone. Books, pillows, stuffed animals and soft dolls help make this area special.

F. Gross motor area for riding toys, ball and bean bag games, water and sand tables etc.

G. Diapering and dressing area including sink for clean up.

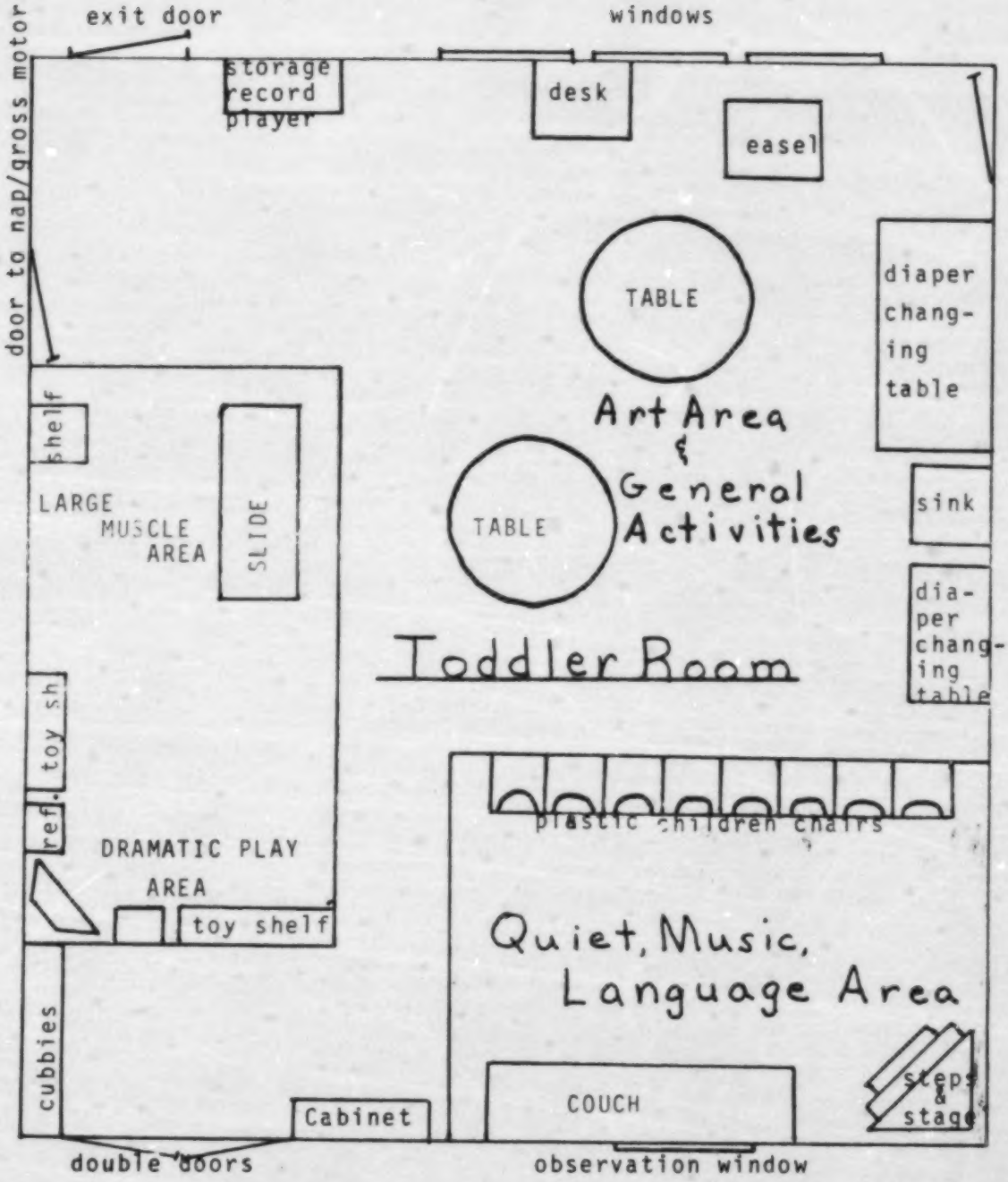

exit door
windows
door to nap/gross motor
storage
record
player
desk
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TABLE
diaper
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ing
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&
General
Activities
TABLE
sink
dia-
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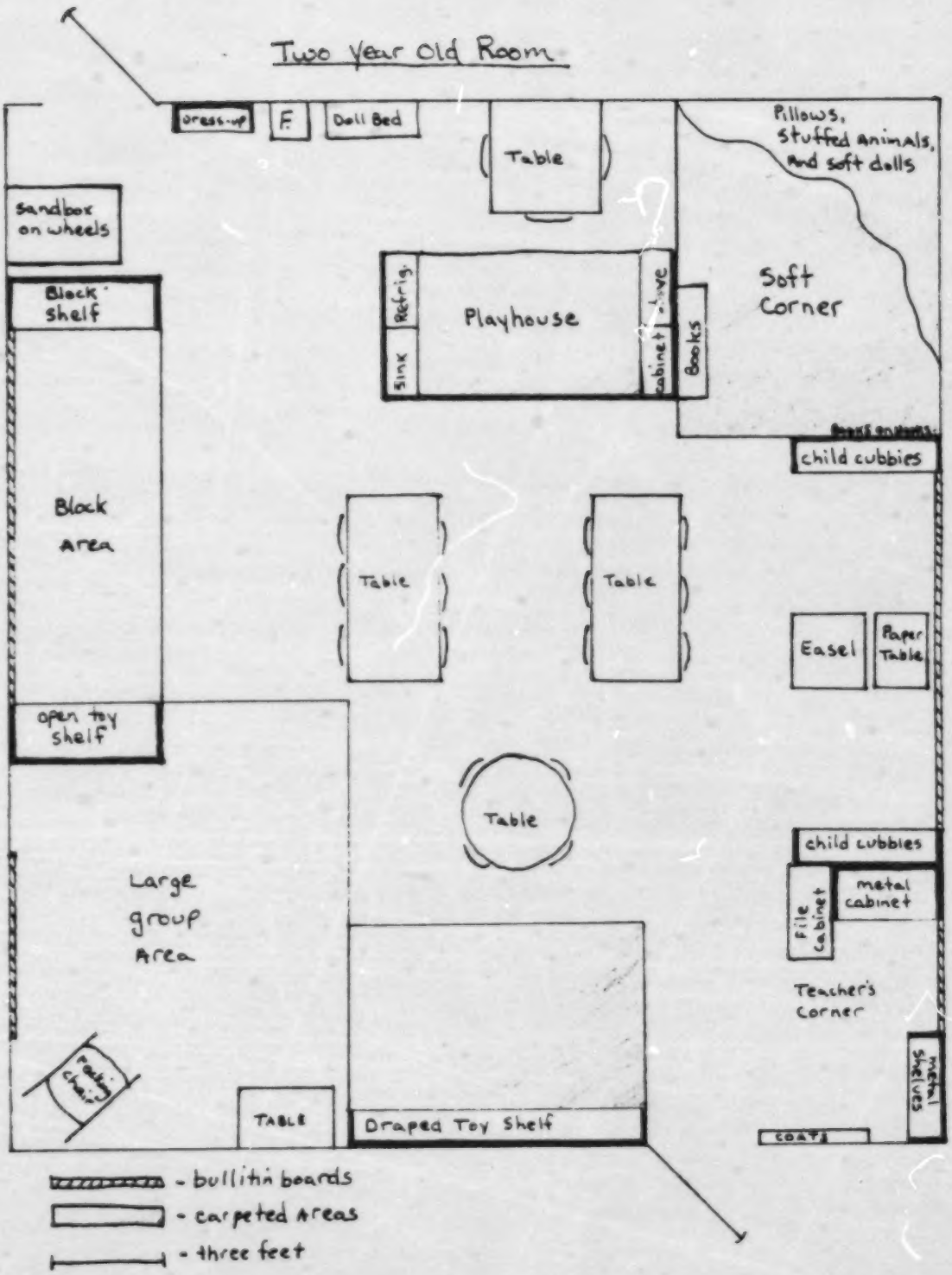
chang-
ing
table
Toddler Room
shelf
LARGE
MUSCLE
AREA
SLIDE
toy sh
ref.
DRAMATIC PLAY
AREA
toy shelf
plastic children chairs
Quiet, Music,
Language Area
cubbies
Cabinet
COUCH
steps
&
stage
double doors
observation window


Two Year Old Room
dress-up
F.
Doll Bed
Table
Pillows, stuffed animals, and soft dolls
sandbox on wheels
Block shelf
Refrig.
Sink
Playhouse
Cabinet
Stove
Books
Soft Corner
child cubbies
Block Area
Table
Table
Easel
Paper Table
open toy shelf
Table
child cubbies
Large group Area
File cabinet
metal cabinet
Teacher's Corner
Rocking chair
TABLE
Draped Toy Shelf
metal shelves
COATS
- bullitin boards
- carpeted areas
- three feet

SCHEDULES
SCHEDULES
SCHEDULES

EXAMPLE OF AN INFANT DAY

AT THE

CHILD DEVELOPMENT CENTER

We emphasize that infants are cared for according to their individual needs. They sleep and eat on their own schedules. Each child is diapered every half hour, or as needed.

Arrival:

Parents and infants arrive in the room. Parents and caregivers help babies become comfortable in the environment. Before parents depart information about the child and any special instructions for that day is relayed to the caregivers verbally and written on daily chart (see next page).

Breakfast:

Breakfast is served which consists of formula, semi solid or table foods. Formula is brought by parents for the younger infants. Other foods are provided by the center.

Morning:

Sometime during this time block each infant will probably have a bottle and nap depending on their age and individual needs. Infant stimulation activities are planned before or after these naps. These activities are normally done with one or two infants at a time.

Lunch:

Again, infants eat lunch according to their individual schedules.

Afternoon:

Afternoon activities are similar to the morning. A mid afternoon snack is given to each infant.

INFANT DAY CONTINUED:

Departure:

Parents arrive at various times to pick up their children. This is a special time when the parents and the Infant Room Staff discuss the child's day and the written information. Written information in these daily charts include how and what the child ate, when the child napped and was diapered, and any special activity done by the child that day.

DAILY CHART

PARENT REPORT DATE_____

NAME_____ Leaving_____

Last fed_____ Last slept_____

Parent's instructions for today:

Give phone number if different from the one we have on file:_____

CENTER REPORT

Your baby slept from:	Diapering
_____to_____	_____
_____to_____	_____
_____to_____	_____
_____to_____	_____
	_____
	_____

Your baby ate:

	WHEN	WHAT
1st		
2nd		
3rd		
4th		

Some of the activities your baby participated in were:

DISPOSITION:

Center comments:

EXAMPLE OF A TODDLER/TWO DAY
AT THE
CHILD DEVELOPMENT CENTER

6:30-7:45 a.m.	Arrival Manipulative toys available on tables, free choice throughout room.
7:45-8:15	Breakfast
8:15-8:45	Gross motor room, children use climbers, slides, balls, etc. in this free choice time.
8:45-9:00	Diapering and bathroom time.
9:00-9:20	Music time with full group.
9:20-10:20	Children choose to participate in 3 to 5 activities emphasising fine motor, gross motor, language, music, movement, cognitive or sensory skills. Teachers set up activities in different parts of the room and children are encouraged to participate in each activity at their own interest level.
10:20-10:45	Outdoor play if possible or indoor game if not.
10:45-11:15	Lunch
11:15-11:30	Diapering and toileting
11:30	Large group story time

11:45	Nap As children wake up, we put out special after nap toys (Fisher Price, manipulatives are popular). Since this is the only time of day that they can play with these toys they tend to remain in this quiet play while the others are sleeping.
2:30	Diapering and toileting
2:45	Snack
3:00	Gross motor room/organized games or music.
3:30-4:30	Two manipulative and one art interest area, and/or outside play, weather permitting.
4:30-5:30	Free choice. Prepare for home.

*Many times activities are too complex for some of the younger children. If this happens, let the children interact with the materials in their own way remembering that there is no right or wrong way for infants/toddlers/twos to do an activity. Reintroduce the activity later on in the year.

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INFANT / COGNITIVE

Leggs Eggs:

Save Leggs panty hose containers. Put small objects such as blocks inside and close them. Let the children open the egg to find the object inside.

Matching Games:

Make very simple patterns, (ex: circle, square, mitten shape.) Using different textured materials. See if the child can match the pieces.

Water Play:

Fill a water table or a tub with water. Give the children measuring cups, spoons and funnels to play with. They also love to bathe their dollies if you give them a wash cloth and a small bar of soap. They easily relate this to their own bath.

Deck of Playing Cards:

Laminate a deck of cards and let the children play with them. They love it!

INFANT / CREATIVE FUN

Stickers on Paper:

Buy packages of colorful stickers of flowers or animals. They love to make their own collage of pictures on a piece of paper. Sometimes they enjoy just wearing a sticker on their hand. Talk about the pictures, too.

Pussywillow Thumbprints:

Using a stamp pad, let the children make several thumbprints with a simple curved line resembling a pussywillow.

Potato Painting:

Cut a potato in half, let the child dip the potato in some paint and creatively construct his own painting on a piece of paper.

Deodorant Bottle Painting:

Save old roll type deodorant bottles, clean thoroughly and fill with paint. They love to paint with them.

Cotton Ball Flowers:

Cut out several flower shapes. Give each child one cotton ball at a time. Glue the cotton ball down where it lands. It makes a beautiful flower. Variation-let child roll cotton ball in dry tempra before gluing,

Pasting Shapes:

Cut out colorful shapes of circles, squares, and triangles. Let the child glue them to a piece of construction paper. Talk to them about the colors and shapes.

Baby Powder Pictures:

Sprinkle a small amount of baby powder on a piece of paper. The child will spread the powder creatively across the paper.

Chalkboard:

Draw smiling faces, count lines, and make letters...be creative! Use colored chalk for variety.

INFANT / DRAMATIC PLAY

Dramatic Play Clothes:

Save any old hats, purses, and scarves. They love to pretend. Old shoes can also become a favorite.

Grocery Store:

Save all empty grocery containers and boxes. A children's grocery store is great fun!

Peek-A-Boo Blanket:

Give the children their own peek-a-boo blanket or use a large blanket. Play peek-a-boo with the children, and watch the children interact and play peek-a-boo together.

Child Sized Sink and Stove Set:

Construct your own child sized sink and stove out of wood or carboard boxes. Encourage the children to play by giving them plastic dishes, plastic measuring cups, etc. This is great for social interaction.

INFANT / FINE MOTOR

Marker Hand Puppets:

Using a water-soluble marker make a smiley face on the side of child's hand. Make it talk by moving the thumb up and down.

Ex:

Playdough:

Make some playdough, they love to squeeze, pound, and experiment with it. Cookie cutters are a fun asset and even using plastic spoons, forks and dishes.

Big Buttons:

Collect 10-20 buttons with 1-1½" diameter, put them in a small box and let the child put them in and take them out. An adult must be in attendance at all times.

Clothespins:

Bring a half a dozen non-spring type clothespins in the room and let the children place them on the edge and inside of a container, usually a coffee can.

Muffin Tins:

Use six or twelve hole muffin tins, give the children small blocks to put into the holes.

Shoe Boxes:

Make a slit in the lid of box, it can be any size you desire. The children increase fine motor skills when placing small objects through the slit.

Coffee Cans:

Cut a slit in the lid of each coffee can. Give the child several baby food jar lids, or whatever you have available, to insert through the slits.

Soda Can Blocks:

Save several soda cans, cover open ends with tape. They enjoy stacking cans and just plain carrying them around.

INFANT / GROSS MOTOR

Box Cars:

Collect empty boxes large enough for the child to sit in. Attach a cord through one side. Pull the children around for a ride. You can also make a toy train by connecting several boxes.

Big Box:

Get a large box, for example, T.V., refigerator, microwave, etc. Place it in your room for the children to play in. It is also great for a child who wants a quiet place to sit. Painting the box before using is fun also.

Blanket Rides:

A very simple, but exciting activity is set two or three children on a large blanket and pull!

Mattress Fun:

Teach your children how to roll and tumble on a large mattress.

Simple Obstacle Course:

Use a good sized crawl through box, set up a table with a blanket draped over it, and for the finished touch, set up a long mirror at the end of the tunnel so the child can watch himself.

Punching Ball:

A simple dime store type punching ball hung from the ceiling to the child's level provides a great hand-eye coordination exercise they really enjoy.

INFANT / LANGUAGE

Large Picture Book:

Find simple colorful pictures, make your own picture book by gluing each picture to a large piece of paper. Laminate or cover the pages with clear contact paper. Attach the pages together with large rings.

Greeting Cards:

Collect old greeting cards and Christmas cards. Cut off the back portion and set them out for the children to look at and talk about. They are a very good language experience.

Collage of Pictures:

Glue several colorful pictures of babies and things they do on a large piece of tag board. They love to talk about the pictures. This can be done with any pictures.

INFANT / MUSIC - MOVEMENT

Old Catalogs:

Bring your old catalogs into the room. Play a musical record. The children love to tear pages out of magazines to the beat of the music. They also learn language by talking about the pictures.

Music with Pie Tins:

Give each child an aluminum pie tin with a spoon and let them make their own music. Feel free to put on a marching record for some background rhythm.

Record Player:

Use movement records, marching records, and soft listening music. Play the records throughout the day for the children to enjoy.

INFANT / SENSORY

Flannel Boards:

Cut shapes from felt to match and teach concepts. (ex: flowers and butterflies for spring, body parts, etc.) Let the children put them on the flannel board.

Feely Box:

Use a box approximately one square foot. Cover it with contact paper, and in one end cut a hole large enough for a child to put his arm in. You can put small objects such as animals or clothes inside. Allow the children to pull objects out and talk about them. They love it!

Cornmeal:

Pour some cornmeal into a large pan or tub. Give the children measuring spoons and cups. They enjoy pouring and also feeling the texture. Suggested options would be to bury shells in the cornmeal or use different cereals.

Material Scraps:

Save colorful material scraps. The children enjoy feeling different textures and talking about the colors. It is also fun to wrap them around the children for dress up clothes.

Science (hot and cold):

Fill one small tub with warm to hot (but not too hot) water, and another tub with cold. Teach the difference between hot and cold.

Science (salty and sweet):

Using salt and sugar separately, put a very small amount on the child's tongue. Notice and talk about different reations between salty and sweet.

TODDLER - TWO / COGNITIVE

Half/Whole Pictures:

Cut several pictures of familiar objects or scenes in half. Encourage children to match the sides.

At the Water Table:

Fill the water table with various sizes of measuring cups, spoons, and bowls. Comment on quantities as children pour water.

Fill bowls in the water table with red, blue and yellow food colored water. Comment on color changes as the children mix and pour.

Fill the water table with heavy and light weight objects. Have the children distinquish between what sinks and floats.

Add soap suds to water and blow bubbles with straws. Soap suds are great for washing dishes, dress-up clothes and baby dolls, too.

Let the children go magnet fishing for fish or other objects cut from styrofoam meat trays that have paper clips attached to them.

Make styrofoam floating boats from meat trays and let the children blow the boats' sails to make them move.

Instead of always using water in the water table, let the children experience other mediums, too. Suggestions: sand, wet sand, dirt with worms and bugs in it, mud with lots of extra water in it, leaves and acorns, or snow.

Simple water shirts can be made from heavy weight garbage bags. Slit the sides and cut a circle head opening in the bottom which can just be pulled over the child's head.

Big and Little:

On a large tag board draw a large flower and print the word BIG in large letters. On a smaller piece of tag board draw the flower smaller and write the word little in tiny letters. Gather sets of two objects, identical except for size (beads, combs, blocks, bottles, cups, plates etc.) and have children compare them and place them on the big or little tag board.

Oscar and Trash:

Draw Oscar the Grouchs' face on a box and cut out a hole for his mouth. Have children find trash around the room to feed Oscar and count the pieces as it goes in Oscar's mouth.

Math Measures:

Children gain pre-math concepts through measuring and pouring. Size correlations become more evident as cups over flow and empty. Use a variety of things in the measuring bin, and place the bin on the floor with a tablecloth under it for easy clean-up. Suggestions: corn, rice, birdseed, nuts in the shell, styrofoam packing peanuts, sawdust, or buttons.

Poker Chip Play:

Let the children interact with poker chips. They will stack the chips, make rows on the table with them, and eventually color sort them. A muffin tin with colors taped in each circle will help facilitate the concept of color sorting for those ready to do so. Younger children will simply enjoy the tins as containers for their chips.

Thirsty Tissue Paper:

Fold pieces of tissue paper and let children dip portions of it into cups of diluted food coloring. Unfold it to see the patterns. Dry on a rack and use for wrapping a special gift.

Magnet Magic:

Give children a bucket of nuts and bolts and some magnets to experiment with. Also, small magnetic shapes are fun to keep on the side of a file cabinet or metal storage unit for the children to manipulate.

Lotto Games:

Simple matching games can easily be made by using double sets of greeting cards, stickers, or cut out construction paper shapes. Mount one set on a game board and the other set on cards. The children can match the card to the right picture on the game board.

Play Dough

1 cup flour
1/2 cup salt
1 cup water
1 tablespoon oil
2 tea. Cream of Tartar
1 tea. powdered alum
Add food coloring

Mix above ingredients. Heat and stir. Mixture will form a ball as cream puffs do. Remove from heat and wrap in wax paper. Store in plastic container when cool.

Sally's Play Dough

1 cup flour
1 cup water
2 Tbs. powdered alum
Food coloring
1/2 cup salt
2 Tbs. oil
2 tea. vanilla

Mix water, food coloring and oil in sauce pan, add flour, alum and salt, heating and stiring constantly until mixture resembles dry mashed potatoes. Plop onto table, make indentation and add vanilla. Work in vanilla.

Baking Clay

4 cups unsifted flour
1½ cups water
1 cup salt

Mix with fingers. Store in plastic container. This cannot be doubled and should be used within several hours. Bake on cookie sheet or aluminum tray for 1 hour at 350° degrees. Cool. If object is thin only 1/2 hour baking is necessary.

Creative Clay

1 cup argo starch
Mix in 1¼ cup of water
2 cups (1 lb. pkg.) baking soda

Heat, stirring constantly, until mixture reaches a slightly moist, mashed potato consistency. Turn out on wax paper until cool enough to handle. Knead like dough.

Roll out with rolling pin or mold into clay shapes. This dough will harden if left out over night. It makes excellent ornaments or objects to paint, (poster paints, water colors, or felt tip pens). Brush on clear nail polish or shellac for a protective coating and shine if desired.

Peanut Butter Playdough

4 cups peanut butter (1 large jar)
2 cups powdered milk (dry)
6 tablespoons honey

Mix- (it is edible)

Spaghetti Collages

Boil spaghetti (or rice, noodles, etc.) in water that has been colored with food coloring. Boil 8-10 minutes. Rinse and drain. Store in plastic container.

The children can then make designs on colored construction paper with the colored spaghetti. No paste or glue is needed. Allow to dry.

Goop

1 cup white glue
½ cup blue liquid starch

Add starch to glue until thick and rubbery(like silly putty)

Ooblick

Combine cornstarch and water until it is at a semi-solid/ semi-liquid stage. Add food coloring if desired. Put on a table and let the children experiment. Add more water when it begins to dry.

Detergent Painting

Add water to dry detergent (blue Cheer). It should be thick enough to handle. Apply with fingers, tongue depressers, Q-tips, plastic knife, fork or spoon to dark paper.

Soap Painting

Beat Ivory Flakes and warm water with rotary beater until fluffy and fairly thick. Apply with brush directly on plastic table cloth. Powdered paint may be sprinkled on at the table and sponges are fun to work with too.

Sand Painting

White sand may be mixed with food color. Stir until all sand is colored, then dry. Small containers of various colors may be poured or sprinkled onto a tray or flat pan with sides to create designs. When sand is all evenly mixed, pour into a large container for later play.

Printing

Provide several pie tins of different colored easel paints. Let the children print by dipping a variety of objects into paint and making impressions on absorbant paper. Use such printing objects as vegetables, sponge, hair curlers, nuts, plastic table toys. Very young children will tend to make a painting or scribbling experience out of this. Kitchen tools with handles, such as mashers and cookie cutters are good for beginners.

Fingerpainting

(See Sensory)

Eye Dropper Painting

(See Fine Motor)

Rollers and Brushes

Place a plastic tablecloth over the table and pour paint into a real roller paint tray. Let children use paint rollers and full size paint brushes directly on the tablecloth.

Foot Prints and Hand Prints

Rollout a length of butcher paper on the floor or sidewalk. Place a dishpan of paint at one end of the paper and clean water at the other end. Let children step into the paint and walk down the paper to the water tote to wash their feet.

Black Magic

Children begin by making a crayon picture. Then let them paint or spongeover the picture with a very watery black paint. The crayon drawing resists the paint while the rest of the paper turns black.

Wood Scrap Sculpture

Provide the children with lots of small wood scraps and plenty of liquid glue in pie pans. The children's creations will become 3-deminsional structures.

Colored Corn Meal and other Stuff

Mix dry powdered paint with corn. meal. Provide children with plastic spoons, small brushes, Q-tips, and small pie tins of white glue mixed with water or liquid starch. Let children paint on paper with the glue. Sprinkle colored corn meal over designs. Shake off excess. A variety of colors can be stored on the shelf to be used at a moments notice. Glue and sand, sawdust, paper hole punches, or glitter, all make interesting pictures too.

Extra Hold Glue

Mix liquid white glue with flour. This combination will secure rocks, marbles, etc. to surface area.

Murals

Cut simple shapes of objects that relate to the unit theme, or use magazine pictures. Place a large piece of butcher paper on the floor or table and allow children to paste as a group to create a mural. The butcher paper can be cut in different shapes (i.e. a barn) to accentuate a theme and provide added visual appeal.

JUNK FUN

corrugated cardboard
hose inserts
fabrics (textures, colors, designs)
greeting cards
magnifying glass
shoe strings
sponges
weaving straw
buckle
screen
dropper
buttons
brush
fringe
pinch clothespin
toothpick ornament
feathers
straight clothespin
twister
crepe paper
beads
string
elastic
tickets
bag pinchers
old patches
yarn
jewelry
lace
bias tape
zipper
ball fringe
ric-rac
tassles
trim
ruler
lick and stick paper
packing styrofoam
doily
soap
aluminum pan
hosery
fossils
styrofoam meat trays
cork
envelopes
oil cloth
rocks
balloons
gloves
springs
old stamps
play money
stopper
terry cloth
tissue
disc
wire
nut cup
net
bottle opener
sequins
mirrors
steel wool
can tab
steel magnets
maple seeds
lace net
egg shells
old Christmas decorations
coin purses
construction paper scraps
Q-tips
weeds
picks
dried leaves
copper wire
glitter
chain
plastic
sand
beans
sand paper
bell
paper bags
plastic greenery
washer
wax paper
cardboard scraps
magazine scraps
acorn
walnut
straw
pellon
carpet pad
lock
clip
scrap news paper
filters
rug scraps
coupons
cellophane
bolts
nail
wood scraps
metal washers
pine cone
emery board
popsickle stick
tooth pick
plastic strip
plastic tubing
old keys & chain
poker chip
rubber ring
candle
match box
thread
milk bottle cap
wooden spoons
curtain ring
plastic tape ring
shells
soada bottle caps
hangers
hoes
egg cartons
shoe boxes
plastic bottles
candy wrappers
paper rolls
relish cups
cupcake papers
cinder
easter grass
paper packing
golf tees
pipe cleaners
juice can
plastic lids
loom loops
spools
curlers
balls

JUNK FUN cont.

marbles
rope
cotton
bugs
wrapping paper
plastic leaves
pussy willows
maps
bread wrappers
sticks
mesh plastic
reels
dried vegetables
kleenex
plastic cases
chalk
cans
coffee cans
paper plates
macaroni etc.
oatmeal boxes
baby food jars
belts
calendars
boxes all sizes

Florist Shop:

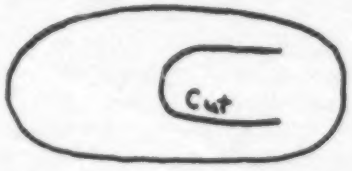
Get non saleable fresh flowers from a florist or check with a funeral home. Often large bouquets are available and they add a wonderful dimension to dramatic play.

MAILMAN:

Mailboxes with slits in them for envelopes can be made from cardboard boxes. Save junk mail for the children to play with. Gummed sticker sheets of magazines for sale make wonderful play stamps that the children can really lick and stick.

Fireman:

Use old garden hoses to facilitate putting out the fires. Fireman hats can be made out of construction paper too:



Gas Station:

Gas pumps out of cardboard boxes, vacuum hoses for gas delivery, and spare tires, all help make a gas station evolve quickly.

Drive-in Movie:

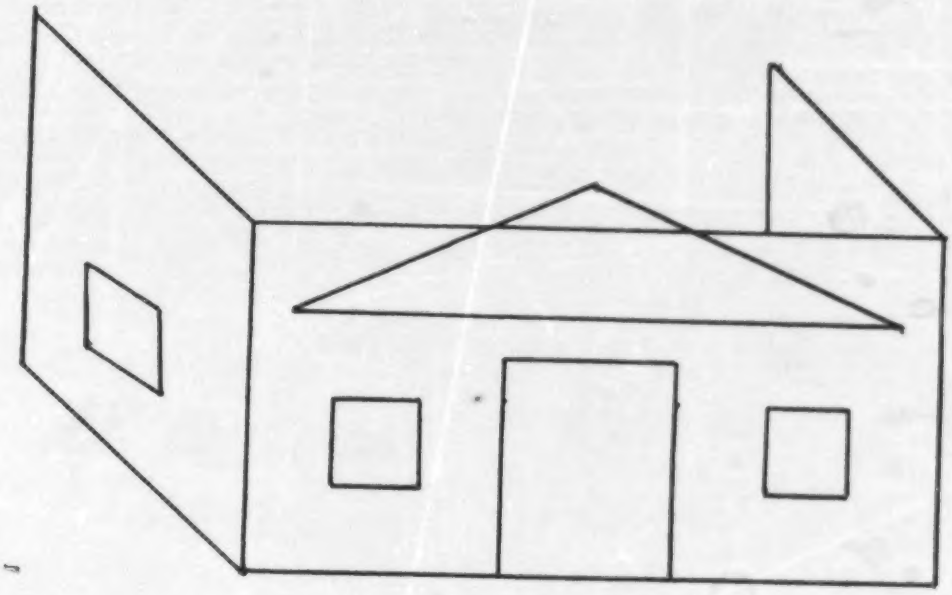
Let each child decorate a car (a cardboard box) with headlights etc. Attatch a steering wheel (paper plate held on by brass type paper fastener) inside the box. Let them sit in their individual cars while they watch a movie or film strip.

Circus:

Clown make-up can easily be made by combining Crisco shortening and food coloring. This mixture will not harm childrens' skin as some other make-up does. (Variation: cold cream + food color).

Playhouse Structure:

This playhouse can be built easily and with a few props be changed from a kitchen to the grocery story, post office, etc.



It is constructed out of ½" particle board. The front is a 4'x8' sheet with the doors and windows cut out.

The 4'x4' sides are hinged with strap hinges for portability.

The back and top are left exposed for easy adult entrance.

TODDLER - TWO / FINE MOTOR

Jars and Lids:

As toddler/twos are just beginning to use opposition in the wrist/hand area, a busy box full of different sized plastic jars and lids will keep them facinated for a while. Put toy surprizes in the jars for a variation.

Lacing:

Save the heavier tubes that come in wrapping paper or butcher paper and cut them into inch long pieces. Use stiff string or rope, or roll masking tape on the end of yarn to make it stiff, so two year olds can string the tubes for necklaces. Other things to string: fruit loops on pipe cleaners for bracelets, curlers on bent coat hangers, metal nuts on wire, or yarn through construction paper shapes with holes punched in them.

Scissor Snipping:

Give children child size training scissors to experiment with. Greeting cards, newspaper, funnies, and simple shapes drawn on scrap paper with magic marker, all give additional visual appeal to cutting for the children. Do not expect children to cut on picture outlines.

Eye droppers:

Let children experiment with food coloring and eye droppers on tissue paper, in egg cartons so that colors can be mixed, or on construction paper.

Geoboards and rubberbands:

Pound nails into a scrap piece of wood leaving an inch of the nail head exposed. Let children manipulate colored rubberbands around the nailheads forming geometric designs.

Art:

Fill old yogurtcontainers halfway with salt or clean sand. Add about 1 T. of dry tempra and mix. Punch holes in the lid and tape it on. Have the children use glue on paper and then let them shake the paint over the glue. When it drieslet them feel this paint.

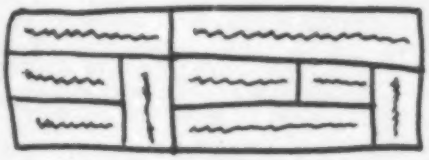
Fold white tissue paper or napkins into a fan. Let the children use eye droppers to dot food coloring on the fans. Open them up for a pretty picture or place between a clothes pin and open it for a pretty butterfly.

Using straws have the children blow food color dots over a piece of white paper. This exercise is especially good for the fine motor muscles of the mouth.

Pop out the ball of a roll on deodorant bottle and fill with paint. Replace the ball and have the children roll a picture.

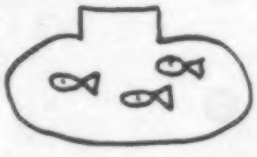
Zipper Hide away:

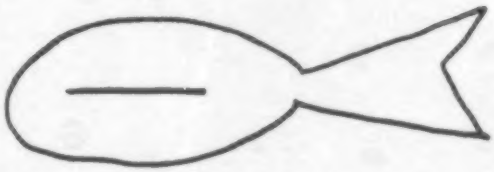
Use old material and lots of zippers. Hide surpri es in the pockets.



Button Fish Bowl:

Use felt for the fish bow and attach large buttons. Cut out fish from various scrap materials and sew button holes in the middle. Let children button on fish.





TODDLER - TWO / GROSS MOTOR

Batter up:

Hang a dime store type punching ball from the ceiling and provide paper towel tubes for batting practice. Balloons hung from the ceiling work well too.

Texture roll:

Have children crumple newspaper, packing paper, celophane, foil etc. in the middle of the room. Encourage them to run, tumble and role through the paper for different tactile experiences.

Hammers and Nails:

Pound some nails partway into firewood stumps. Let the children hammer the nails with supervision.

Balloon Play:

Let children kick and throw balloons in a specified area.

Beanbags:

Let children throw beanbags into hula hoops, large boxes, or masking tape shapes on the floor. Large targets can be made from poster board in all shapes. Also consider making beanbags in different shapes to compliment the unit theme of the week. Fill beanbags with varied items such as rice, corn, beans, sand, etc.

Obstacle Course:

Be creative using furniture in you rrom in setting up an obstacle course. Have children crawl under the table, jump over the line, roll on the mat, climb over the stool, jump off the step etc. Consider using large boxes for tunnels, hoops to jump in, ladders to walk on that are flat on the ground, and cardboard foot prints to follow through the obstacle course.

Shadows:

In a darkened room shine a projector lamp or flash light on the wall. Encourage children to dance to music or do animal walks while watching their shadows.

Make up new words to familiar tunes to encourage children to exercise. For example (Tune "Jingle Bells")

Clap your hands
Clap your hands
Clap them just like me
Oh what fun it is to clap
And sing out happily.

(2nd verse) Touch your toes
(3rd verse) Swing your arms

TODDLER - TWO / LANGUAGE

Catalogs:

Since the toddler/two year old is busy learning the names of objects, be sure and have lots of catalogs (Sears, Pennys, Wards, etc.) available for them to look through. Christmas catalogs, with many toys in them are the most interesting type to this age group.

Prepositions:

Have the children hold on the edges of a parachute or a sheet and ask them to raise their arms up-up-up then down-down-down. While adults hold the parachute have the children run under, then over it. Lastly with the chute/sheet on the ground have adults and children run around and around the perimeter.

Children's Books:

Since paper books usually do not last very long around toddler/twos, take them apart page by page and laminate them or cover the pages with clear contact paper. Reconstruct them by punching holes in the binding and putting metal rings through the holes. Using the rings, the books can be hooked on hooks for easy storage.

Flannel Boards:

Allow children to manipulate flannel pieces that have been made to compliment a unit theme. Children will spontaneously label, or verbalize about the pieces, sometimes becoming dramatically involved.

Laminated Pictures:

Mount interesting pictures on construction paper and laminate or cover them with clear contact paper. Let children talk about what they see in the pictures.

Puppets:

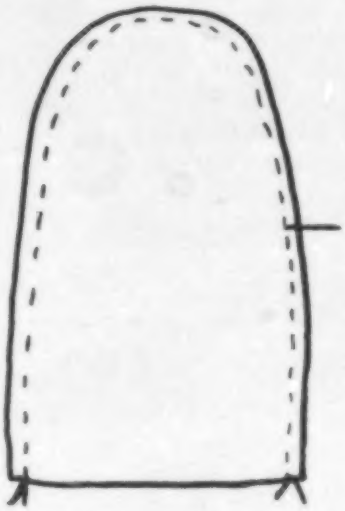
Puppets are great for toddler/twos to talk to and through. Some puppet ideas include:

Paper bag puppets. Fill the end of a small bag with cotton or crumpled paper, insert a stick or pencil and tie a string around the stuffed end. Have children create a face using paint or collage material.

Glove finger puppet. Cut the finger off a glove and draw a face and/or body on it.

Potato puppet. Cut a finger sized hole in a small potato. Paint, draw or pin a paper face on it.

FINGER PUPPET:



(actual size)

Cut out of felt and stitch on stitching line.

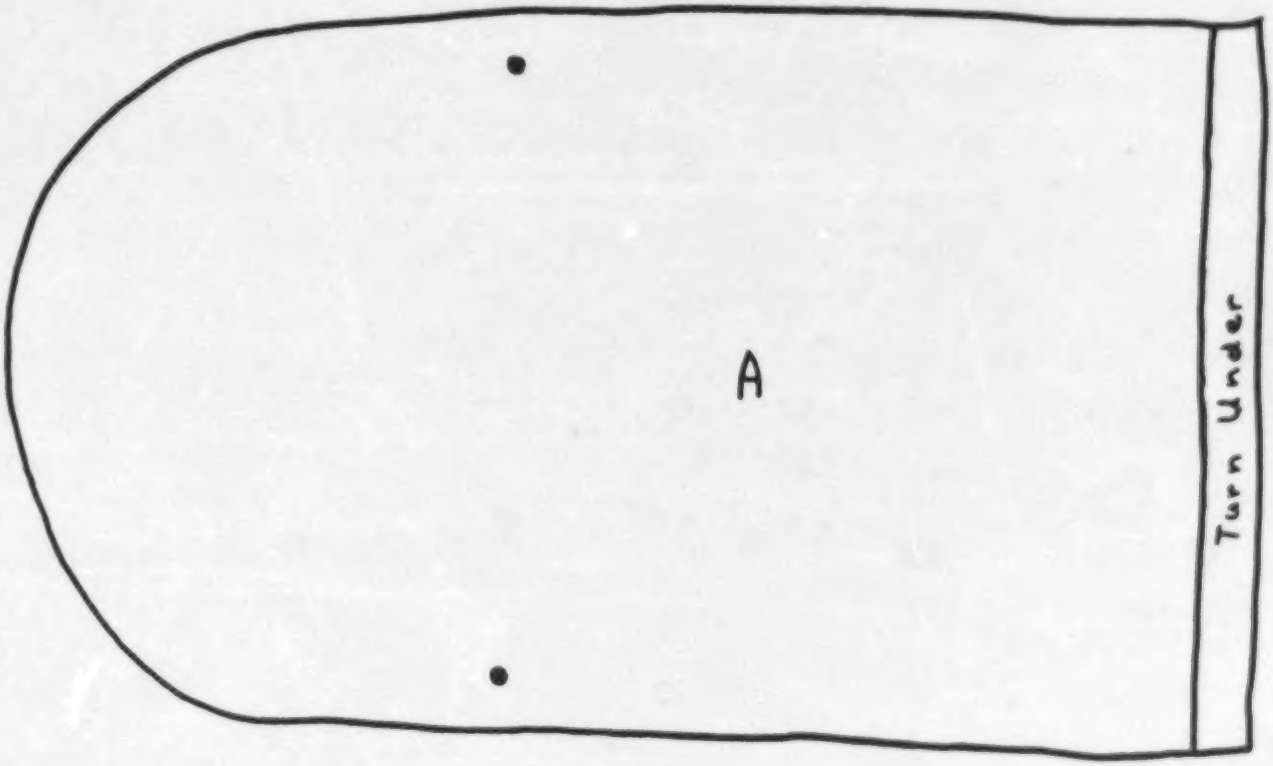
Add creative features to make puppet.

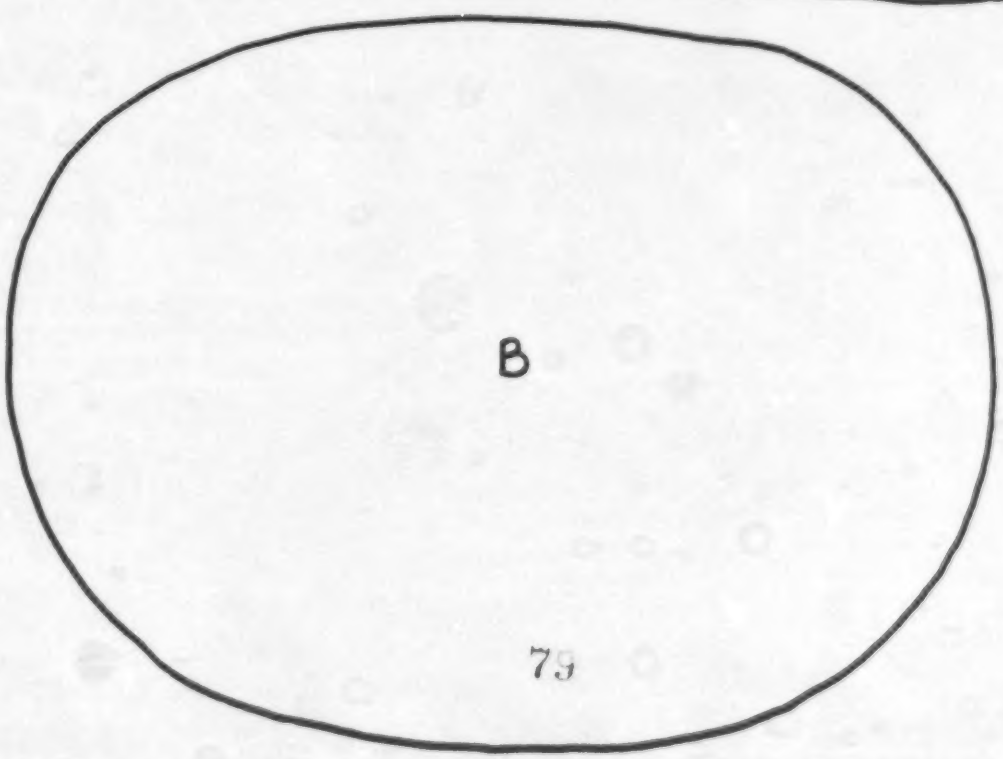
ie:

Cut face oval
Glue yarn
+ facial feature

HAND PUPPET:

Stitch (A) ¼-½ in. seam to ● Open and stitch (B) in oval opening. Turn and add facial features: ears, hair, etc. These features can be hand sewn or glued on. Buttons, felt, sequin, yarn, ric-rack, etc. make excellent additions. Also, it is fun to attach a tongue in its mouth.





Music Rack:

Tie tin cans, wooden blocks, pie plates, bells, plastic cups etc. on strings and extend them from a horizontal pole to the childrens' level. Let children play the "instruments" by banging on them with wooden spoons.

Spider webbing:

Bring 2-3 rolls of toilet paper into a room. Let the children roll and toss the paper until the room resembles a toilet paper spider web.

Streamers:

Attach about 2 feet of crepe paper streamers to the top of empty towel roll. These batons are especially fun to use when doing marching songs.

Shakers:

Fill Pringles cans with different types of fillers (beans, buttons, sand, rice etc.) Tape shut!!! and play.

Old McDonald's Farm:

Make various animal hats for children to wear while singing Old McDonald. Encourage children to make appropriate sound when his/her hat's verse is sung.

Scarf Dancing:

Give each child a scarf, material strip, or length of crepe paper. Encourage them to make the cloth fly as they dance to the music.

Songs:

Below are just a few simple songs and chants that are great for very young children. You will notice that they are generally short and repetitive. Feel free to make up your own tunes and rhythems.

Five on the Bed:

Sing, "there were 5 in the bed and the little one said, Roll over, roll over (five times) continue, "there were 4 in the bed and the little one said, 'Roll over, roll over (four times) etc. until one remains. Then "there was one in the bed and the little one said 'Good night!'"

Three Little Monkeys:

Three little monkeys jumping on the bed (move three fingers up and down).
One fell off and bumped his head (tap head).
Momma called the doctor and the doctor said (hold up receiver)
That's what you get for jumping on the bed (shake index finger).

Two little monkeys . . . etc.

One little monkey . . . etc.

No more monkeys jumping on the bed (shake head and finger).

Behive:

Here is the beehive (hold fist up)
But where are the bees?
Hidden inside where nobody sees (slowly close other fist)
Will they come creeping, out of the hive (slowly open both fists)
One, two three four five . . . Bzzzzzzz (tickle child).

Rainbow:

I can sing a rainbow
Sing a rainbow sing a rainbow
Red and yellow blue and green too
Purple and orange and brown
I can sing a rainbow, sing a rainbow, sing a rainbow too.

Gack-Goon:

Gack-Goon!
went the little green frog one day.

Gack-Goon!
went the little green frog.

Gack-Goon!
went the little green frog one day
and his eyes went
Gack-Gack Goon (Blink 3 times)

Finger Band (Chant):

The fingerband is coming to town
coming to town
coming to town
The fingerband is coming to town
so early in the morning
(walk fingers on knees as verse is being sung)

This is the way they march and march
march and march
march and march
This is the way they march and march
so early in the morning.
(slap knees with alternate hands as verse is being sung)

This is the way they wear their hats
wear their hats
wear their hats
This is the way they wear their hats
so early in the morning.
(point hands on head for hat)

This is the way they beat the drum
beat the drum
beat the drum.
This is the way they beat the drum
so early in the morning.
(use hands like cymbals)

Finger Band cont.:

This is the way they wave good bye!
  wave good bye
  wave good bye
This is the way they wave good bye!
  so early in the morning
  (wave bye)

The fingerband is going away,
  going away
  going away
The fingerband is going away,
  going away
  so early in the morning.
  (walk fingers down knees to behind back)

Cooking experiences are very valuable for young children in many respects. Food preparation is something children see done alot, but seldom have the opportunity to participate in. By cooking themselves, children begin to see how food changes when it's mixed, cooked, or frozen. Textures, colors, and smells take on new dimensions when children help create their own snacks. The following recipes are just a few of the many available ones that are suitable for young children's participation.

Snack Kabobs (for older twos):

Let children fill individual toothpicks with a combination of fruit chunks, mini marshmallows, and raisins.

Shake and Make Pudding:

Following directions on the instant pudding package, divide pudding and milk into small seal-tight containers (tupperware is great for younger toddlers). Tape lids shut. Let children shake until pudding thickens.

Peanut Butter:

Spread peanuts in the shell on table. Let child smash the peanuts open with their hands or wooden hammers. As they get the peanuts open, have children sort the peanuts and shells into separate bowls. Blend peanuts in a blender with a little extra oil if necessary until of a proper consistency.

Aggression Cookies:

3 c. brown sugar
3 c. margarine
6 c. oatmeal, uncooked
3 c. flour
1 T. baking soda

Mix and knead with hands until there aren't any lumps of butter. Roll the dough into small balls and place them on an ungreased cookie sheet. Flatten gently with a small fork. Bake 10 to 12 minutes at 350°. Cool before removing from cookie sheet. Yields 10 to 15 dozen.

Cheese Haystacks:

1 c. American or cheddar cheese grated
½ stick butter or margarine
6 large shredded wheat biscuits

Have children crunch cereal in large bowl with hands. Meanwhile melt butter and cheese in saucepan over heat. Mix all ingred. in bowl. When cool enough to touch, let children form haystacks and place on waxed paper.

Cool and enjoy!

Finger Jello:

2 pkg. unflavored gelatin
2 pkg. (3 oz.) or 1 pkg (6 oz.) flavored gelatin
2½ c. water
¼ c. or less sugar, if desired

Soak unflavored gelatin in ½ cup cold water. Bring 1½ cups water to boil. Add flavored gelatin and sugar. Bring to boil again. Remove from heat. Add unflavored gelatin mixture. Stir well. Add ½ cup cold water. Pour into 9X13 inch greased pan. Let set about 2 or 3 hours. Cut into squares or use cookie cutters.

Soft Pretzels:

1 pkg. dry yeast
3/4 c. warm water
1 teaspoon salt
1 tablespoon sugar
2 cups sifted flour
½ cup coarse salt

Mix ingredients in bowl. Flour table and children's hands and let them roll out long snakes. Place on cookie sheet, brush with egg white and sprinkle with salt. Bake at 425° 12-15 minutes.

Tootsie Rolls:

2 Tablespoon soft butter
½ cup light Karo syrup
2 sq. unsweetened chocolate (melted)
1 teaspoon vanilla
3 cups powdered sugar
3/4 cup powdered milk.

Put all ingredients in double plastic bag. Let your children squeeze and squeeze until its all mixed. Children can help roll into small balls and place on waxed paper.

Fudgesicles:

1 pkg. (small) chocolate instant pudding
3 eggs
3 teaspoons vanilla
6 tablespoons sugar
Dash of salt
1 quart milk

Cook over low heat until well mixed and smooth - NOT THICKENED. FREEZE.

Roasted Pumpkin Seeds:

THIS WOULD BE A SPECIAL TREAT FOR THE CHILDREN ESPECIALLY AT HALLOWEEN WHEN PUMPKINS ARE IN SEASON.

Take the seeds along with the pulp out of the pumpkin.
Do not wash the pulp off the seeds.
Add one tablespoon of vegetable oil and sprinkle salt over the seeds.
Place on a greased cookie sheet and bake for 20 minutes in 225° oven.

GINGERBREAD BOY
COOKIE

(Make one large
gingerbread)

2/3 C. shortening
1½ C. sugar (white)
2 Tbls. of molasses
2 eggs
2 Tbls. sour milk or butter milk
1 Tsp. baking soda
3 C. flour
1 Tsp. salt
1 Tsp. baking powder
1 Tsp. cinnamon
¼ Tsp. ginger
½ Tsp. nutmeg

Cream shortening, sugar, eggs. Add milk and soda and work in dry ingredients. Form body like play dough--place on greased cookie sheet. Bake 375°- large one.

If you want to make 3-4 smaller boys, this recipe will also work. Bake 325°-350° for smaller boys.

Totes and feet:

Fill two or three plastic dishpans with interesting textures such as sand, mud, cooked spaghetti, shaving cream etc. ending with water. Help the children walk in each one bare footed and help them describe the sensations.

Smell Jars:

Fill painted jars with different smelling foods and ask them to guess whats in them. Good items are coffee, garlic powder, dill, pepper (a-choo!) baby powder, cinnimon.

Good/Bad Smell collage:

Cut out pictures of things that smell good (flowers, perfume, soap) and things that don't (dirty clothes, onions, limberger cheese, etc). Have children paste pictures on the good smell ☺ or bad smell ☹ side of the paper. Have pictured items available for actual smelling.

Paper Plate Mask:

Cut out "eyes"on a paper plate and attach a popcycle stick handle to the bottom. Have children decorate their own mask with a variety of markers, paint or collage items. Since toddler/twos tend to be frightened of "Halloween" type masks, this is especially appropriate for this age group.

Soap Bubbles:

1/2 Joy liquid detergent
1/2 Water
Dip-juice cans (with lids cut out), six pack plastic holders, plastic fly swatters in solution and wave in air.

Feely Box:

Cut a hole in a box and put a variety of objects inside for the children to feel. Ask them to find the pine cone etc.

Finger Painting:

Have children finger paint on the table top, a large playhouse mirror that is flat on the table, slick paper, or a sheet of oil cloth. Use a variety of mediums to stimulate language and sensory skills. Suggestions: Relish painting (a combination of ketchup, mustard, pickle relish, etc.), whipped cream, chocolate syrup, tinted shaving cream (let the children shake powdered tempra or eye drop food coloring into it, adding water as necessary), tinted liquid starch (tint as above), instant pudding that the children have made, ivory soap, or a combination of liquid starch, ivory flakes and powdered tempra.

Texture Cards:

Make two sets of texture cards for the children to match. Use different cloths such as corduroy, terry cloth, fake fur, flannel, dotted swiss, suede, etc.

Touch Box:

Materials needed: 6 types of colorful textured paper, including cork, burlap or other cloth, vinyl, felt, sandpaper, or assorted contact papers, all cut into 2" squares.

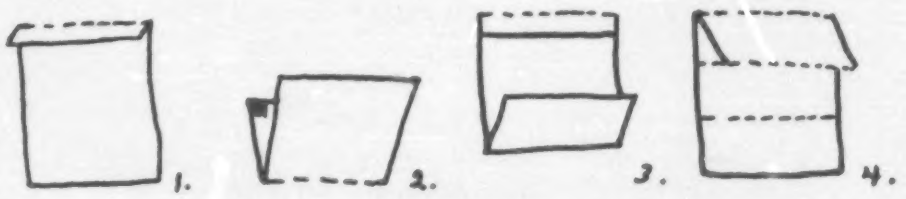
White construction paper, cut into halves (6 x 9")

White glue

Blunt-end scissors

Directions: (steps 1-6 may be prepared for the child, depending on his ability)

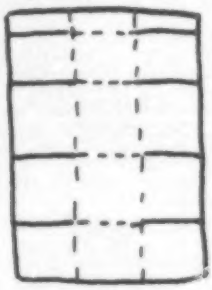
1. Fold the top edge of the construction paper 1/2" down. (fig. 1)
2. Fold the bottom edge to fold # 1. (fig. 2)
3. Unfold. Fold the bottom edge to fold # 2. (fig. 3)
4. Unfold. Fold the fold # 1 to fold # 2. (fig. 4)



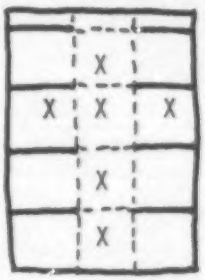
Touch Box cont.:

5. Open it up; lengthwise, fold the paper into thirds. Unfold. (fig. 5)
6. Mark the solid lines on one side of the paper with magic markers. These solid lines will later be cut. Turn the paper over; on the other side (fig. 7), you may "X" in the appropriate squares which will be the sides of the cube. (fig. 6 shows which lines are marked)
7. Cut the solid lines.
8. Paste or stick the textured materials to the squares on the paper that are X'd in fig. 7.
9. Assemble the paper so that the textured materials are the sides of the cube. Glue.

5.



6.



7.

Topic of Session_____ Date_____

APPENDIX D

EVALUATION

EVALUATION FORM

1.	The program objectives were:	well defined	5	4	3	2	1	vague
2.	I feel the program objectives were attained:	fully	5	4	3	2	1	not at all
3.	The overall quality of this program:	high	5	4	3	2	1	low
4.	The activities were:	beneficial	5	4	3	2	1	not benefici
5.	The pace of the program session was:	excellent	5	4	3	2	1	poor
6.	The suggestions presented during this program were:	applicable	5	4	3	2	1	not applicab
7.	Meaningfulness of this session to me:	meaningful	5	4	3	2	1	not meaningf
8.	My expectations for this program were:	fulfilled	5	4	3	2	1	unfulfilled
9.	Sensitivity of presenter to audience:	high	5	4	3	2	1	low
10.	I feel that I will utilize the material presented in this program:	fully	5	4	3	2	1	not at all
11.	I would recommend this program to others:	fully	5	4	3	2	1	not at all

12. What did you find useful in this workshop?

13. What changes would you make in this workshop?

14. Any other information you would care to add, please write below: